

CONSULTANCY REPORT

Miss R.A. Bhatti

Consultant, Teacher Education

January 1 - June 30, 1994

1. Introduction

- o The previous consultancy covered the period 1 September to 31 December 1993. The present report covers the period January 1 to 30 June, covering the second half of the training and testing cycles in GCETs, the second half of the annual IMDC material introduction, training and testing cycle, and other activities undertaken during this period.

2. Activities (by month)

January

- o Planned programs and arranged logistics for retraining and cross-training programs by IMDC staff in the districts of DI Khan, Karak, Kohat, Abbottabad, Haripur, Peshawar and Nowshera. The training programs were conducted in January.
- o Coordinated and conducted with the IMDC staff the cross training of male and female master trainers (ASDEOs and LCs) and primary teachers of Peshawar district in the IMDC (January 7-9).
- o Planned and arranged a motivational visit to all GCETs to discuss the results of the GCET pretest conducted in October 1993, and the use of materials distributed to GCETs for training PTC students in content and subject methodology.

February

- o Visited GCETs in the Northern districts (Dargai (F), Thana (M), Barikot (M), Khwazakhela (F)) to discuss test results and use of materials. Also, a short quiz was held for a sample of PTC students to show instructors problems PTC students have with primary content in math and science (February 11-15). Reported findings and impressions for the GCETs visited (report for all GCETs attached).
- o Arranged the program for an educational delegation from Nepal to visit the IMDC. Briefed the delegation about the English by IRI program, and with IMDC staff briefed about the IMDC material development, testing and training programmes (February 20-22).

March

- o Visited the remaining GCETs (Haripur (M) and Mansehra (F)) to discuss test results and use of materials.
- o Planned the program and arranged logistics with Testing Cell staff for training education supervisors to conduct NEAP summer area testing in 20 tehsils. Testing was for classes III and V in the subjects of math, science, Urdu and Pashto.
- o Acted as teamleader, with one IMDC staff member to assist, to deliver NEAP tests and train education supervisors (male and female) to follow a uniform approach in conducting the NEAP tests in the districts of Abbottabad (7 March), Peshawar, Nowshera, Malakand, Mardan (March 20-23).
- o Supported the IMDC staff in planning and organizing three workshops of three days each in the use of Pakki (math, Pashto and Urdu) and English by IRI materials for master trainers (ASDEOs and LCs) of all districts in the IMDC.
- o Coordinated the first Pakki and English by IRI workshop for supervisors of the southern districts, including supervision of the male group (March 29-31).

April

- o Acted as resource persons for one of the sub-groups in the National Curriculum Workshop English for Primary Classes, held under the auspices of the Federal Curriculum Wing at the IMDC (April 2-7).
- o Coordinated the Pakki and English by IRI workshops for supervisors of the northern and central districts, including supervising the male groups (April 9-14).
- o Organized and arranged logistics for IMDC staff to support and check the training workshops in Pakki and IRI, organized by the master trainers for primary teachers in their districts.
- o Organized and prepared for the third visit to the GCETs to train instructors in the use of Pakki materials, classroom management materials, teacher support materials and supplementary materials for primary schools.
- o Acted as teamleader with a group of IMDC staff to conduct the training in seven GCETs (Khwazakhela (F), Thana (M), Barikot (M), Mathra (M), Haripur (M), Abbottabad (M), and Kohat (M)) in the different materials (April 18-30).

May

- o Coordinated and supported IMDC staff to conduct two testing workshops at IMDC to train master trainers from the districts

(ASDEOs and LCs) in testing IMDC materials and English by IRI in the schools (May 2-5).

- o Planned and arranged logistics for Curriculum Bureau Branch staff to observe testing of IMDC materials and English by IRI in the four districts chosen for ongoing formative evaluation of newly introduced IMDC materials (Swat, Mardan, Kohat and Bannu) (Note: IMDC staff was not available for this activity, as they were in the U.S. for a study tour).
- o Planned for the fourth visit to all GCETs to conduct the posttest in math, science, Urdu, Pashto and English by IRI in the first half of June.

June

- o Conducted the posttest of GCET students in the southern colleges (DI Khan (M), DI Khan (F), Bannu (M), Karak (M), Kohat (M), Kohat (F), and in the north GCET Mansehra (F) (June 3-9, and June 13).
- o Conducted monitoring workshops organized by Dr. Andrea Rugh for master trainers (ASDEOs and LCs) to train them in analyzing their test results and make action plans to work with poorly performing teachers; in using a monitoring manual with which supervisors can test student achievement twice yearly without needing paper tests; and in using the teacher training materials developed by the IMDC for providing in-service training to support the use of IMDC materials.

3. Other Activities (ongoing throughout consultancy)

- o Edited and proof-read social studies map reading material until ready for printing.
- o Edited and proof-read the teacher training unit multi-class teaching/use of supplementary materials until ready for printing.
- o Acted as resource person for the IMDC Urdu group.
- o Proof-read class 4-5 reading passages of the Urdu classroom library.
- o Edited the Urdu section of the Testing Manual for Education Supervisors.
- o Proof-read the class II Urdu teacher guide and child text, part I.
- o Acted as resource person for the IMDC math group to prepare instructions for the class II math teacher guide and child text.

GCET FOLLOW-UP VISITS (12 - 17 February)

Purpose: In a previous visit to the GCETs, a pretest based on Class Five textbook objectives were administered to the entering PTC students. During the visit, instructors were trained in the use of new subject content units developed by the IMDC/CBB for the primary level program: Kachi materials and teachers' guides, teacher training units in beginning language, beginning math, math concepts and language development for all the primary level, and Interactive Radio Instruction. The purpose of the follow-up visit was to report the test results and motivate instructors to teach the new primary school materials and subject content units to PTC students.

In general the pretest results were very poor, especially in math and science. They showed that the entering candidates to PTC even though they are qualified to much higher level, can not themselves complete a fifth grade exam with enough proficiency to teach primary school subjects. The instructors were told that the pretest results are a reflection of the poor education in primary and secondary schools, while the post-test will reflect what has been taught during the PTC course.

Motivational activities for the follow-up visits:

- reporting of pre-test results in detail, item by item
- discussion/interview of GCET use of new IMDC/CBB units
- short test in math and science, corrected on the spot
- reporting results of short test to principal
- discussion of next visit in April to provide supplementary support materials, and classroom management units before student practice
- schedule visit for posttest in June

General findings:

Surprise at the poor subject content knowledge. The visits to the GCETs were useful. Staff appeared surprised by the results of the pretests, and understood, perhaps for the first time, how poor the primary content knowledge of PTC students is, particularly in math and science. Though Urdu and Pashto results seemed better, it was necessary to explain that performing well on a Class Five test of Urdu does not necessarily mean that a person has enough facility with the language to adequately teach Class Five subject content. Thus the higher scores in language were misleading.

Short test showed continuing weakness. The short quiz conducted at the GCETs during the visits showed that students were still weak in both math and science. The results were corrected by the subject instructors themselves with help from their colleagues. Performance was invariably poor on the math questions, and usually

somewhat better on the science questions.

Visits appreciated. Colleges appreciated the fact that a CBB team visited for the second time this year, with two more visits planned. Most of the colleges complained of the lack of support and guidance from the Curriculum Bureau. "They only send us letters but do not come to solve our problems."

Use of the new units varied. Most colleges were using the IRI tapes. However, the use of other subject units varied. In some cases some of the materials were still in the college libraries, and instructors needed reminding of what was available. Use of primary teachers' guides and workbooks was often poorly understood. Sometimes students had not received their materials. Most of the colleges noted that it should be required in the PTC curriculum for subject content to be taught.

Lack of discipline. In many colleges the principals seemed to lack authority to demand regular attendance and good teaching from their instructors. Instructors often sit in the sun, drinking tea, and seem uninterested in their work. Principals do not ask them to do effective work. If they use the new materials, it is mainly because of the CBB visits and the fear that they may have poor results on the post-test.

Students seem more interested in learning than instructors. Students in general seemed keen to learn, if instruction is interesting and practical. In some colleges students asked for sets of English cassettes. Students also expressed appreciation for the Urdu and Pashto readers.

Findings by colleges

Central colleges

o GCET (M) Gulbahar (preservice)

Pretest results for this college were high for all subjects compared to other colleges' results. The principal of the college expressed interest in the new materials, and the college was using all of them. The principal considered the new materials to be within the course content, and math and Urdu materials were taught in regular classes. One of the math instructors was very good. He said, however, after seeing the poor quiz results, that he would reteach the math concepts book. The Pashto book had been given to the students for self-study. The principal assigned the Islamiyat instructor (who holds an MA Pashto) to teach the book. The principal himself worked with IRI whenever instructors were absent for teaching periods. The students also were given a chance to teach with the radio, and one time a good student presented a model radio lesson for the whole college.

o GCET (M) Gulbahar (inservice)

Pretest results for this college were also high compared to other colleges. In this college the principal appeared reluctant to use the materials before they become part of the official syllabus. The Urdu instructor was transferred 12 days before the visit, and the new instructor was briefed about the material. One math instructor was also new. The second math instructor had finished the Kachi math book, and had just started on the math concepts. He seemed very keen. IRI and beginning language was assigned to the Drawing Master (who was not available to discuss). The students said they listened to the cassettes, but did not practice lessons themselves.

o GCET(F) Dabgari Gate

The college had a new principal from the beginning of February. She was briefed about the program. The college had not used the math concepts book, but would start immediately. Urdu and beginning math material were used in the regular course periods. For beginning math the instructor used the teacher training unit, but not the primary level materials. She had let the students prepare one model lesson from the number concepts for the short term teaching practice. For beginning language the instructor had only used the primary students' book. For IRI the college instituted one IRI period a week for every section, taught by the class teachers.

o GCET(F) Charsadda Road

This college is using the 'zero-period' for the new materials, as well as during periods when regular instructors were absent. The college had finished beginning language, and was starting the Urdu language development material. They also completed the beginning math, and, especially after the short quiz, promised to teach the math concepts.

Northern colleges

o GCET(F) Khawaza Khala

A directly selected principal has recently been posted there. Only four instructors were present and two of them had joined the college just 10 days ago. One instructor had been given training in the new material, but none of the materials had been used thus far. Even the cassettes of the IRI program had not been played regularly, nor was there a specific time allocated for playing them. Two instructors, namely Zakia Jaheen and Rehana Nasreen took over on 11.1.94 and 22.1.94 respectively and since that time have been on leave. The college was badly understaffed. The importance and benefit of utilizing the material was again explained to them and they

promised to go through it and use it in class teaching. A small test of 5 questions each in math and science from the Class Five course was administered to a random sample of PTC students. The result again was poor: 10 students scored 0, 16 scored 1, 10 scored 2, 2 scored 3 and 2 scored 4 marks. No one obtained 5 marks. Science was similar: 10 students scored 1, 10 scored 2, 10 scored 3 and 10 scored 4 marks. No one obtained 5 marks.

o GCET(M) Barikot

The principal with 8 instructors and other staff were present. Two instructors were on leave. The post of librarian was lying vacant. The staff had not all used the material, thus showing their lack of interest. The relationship of the materials to the PTC curriculum was pointed out, and the purpose of improving training was explained. In our next visit we will check to see whether they have utilized the materials in their classes, and in the post-test it will be clear whether the students have gained anything since the pre-test period. The results of the quiz in math and science were also not encouraging: 1 student scored 0, 11 scored 1, 10 scored 2, 17 scored 3 and 4 scored 4, and 2 obtained 5 marks. Science was similar: 1 scored 0 marks, 2 students scored 1, 9 scored 2, 10 scored 3, 16 scored 4, and 7 scored 5 marks.

o GCET(M) Thana

The principal with 8 instructors and other staff were present. Two instructors have gone on foreign study tour. It was observed that none of the materials were used except the cassettes which were played to the students. They were encouraged to use the materials so that the students would understand the primary school subject content. The results of the quiz in math and science were also not encouraging: 8 students scored 0, 10 scored 1, 17 scored 2, 10 scored 3, 1 scored 4, and 0 scored 5 marks. Science was somewhat better than math: none scored 0 marks, 3 students scored 1, 9 scored 2, 13 scored 3, 17 scored 4, and 4 scored 5 marks.

o GCET(F) Dargai

The post of the principal has been lying vacant for the last one and a half months. The in-charge along with 4 instructors and other staff were present. One instructor was on leave and the other (the science mistress) was on 3 months study tour. The results of the pre-test were not discussed because none of the relevant staff were present. The language materials have been used by the concerned instructor and 35 lessons of English were played. There was no math teacher and no one was willing to teach math or science. So the two most important and difficult subjects are not being taught. The instructors

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were given directions in how to use the materials and were told that if they cooperated, someone from the IMDC would help them in these subjects. It is unrealistic to expect primary education to improve under such circumstances, where in the last stage of their preparation the student teachers will not learn the content of these subjects. The results of the quiz showed their poor performance: 10 students scored 0, 18 scored 1, 12 scored 2, and no one scored any higher marks. Science was somewhat better than math: none scored 0 marks, 3 students scored 1, 7 scored 2, 15 scored 3, 12 scored 4, and 3 scored 5 marks.

o GCET(M) Haripur

The principal, 8 instructors and other staff were present. Two posts of instructors are lying vacant which is surprising because Haripur is a central place where one would expect promotees to want to be posted. This college ranked 8th in math and 4th in science on pretest results. The staff were asked to stress the weak areas in their instruction. The college had not used any of the new materials, including the IRI cassettes. They agreed to begin teaching them. The results of the quiz were: 6 students scored 0, 8 scored 1, 11 scored 2, 8 scored 3, 8 scored 4 and 4 scored 5. Science was somewhat better: none scored 0, 1 scored 1, 5 scored 2 marks, 7 scored 3, 16 scored 4 and 16 scored 5 marks.

o GCET(F) Mansehra

The principal, 8 instructors and other staff were present on the date of the visit. One instructor was on leave and one had gone for foreign training. The results were discussed with them in detail since there were three math teachers and a science teacher. They had used the material during lesson planning and methodology. Some of the IRI cassettes were also played, and the instructors were asked to give the students regular listening times and completion of all the 120 lessons before the end of the PTC course. The results of the quiz were not very encouraging though according to the instructors they had explained many of the concepts: 10 scored 0, 15 scored 1, 5 scored 2, 6 scored 3, 4 scored 4, and none scored 5 marks. Science was not much better than math: 3 scored 1, 7 scored 2, 15 scored 3, and 12 scored 4 and 3 scored 5 marks.

Southern colleges

o GCET(F) Dikhan

The principal and other staff were present on the date of the visit. One instructor of math had to leave the room to tend to her child and therefore did not hear nor seem interested in the test results. The college asked that IMDC materials be

placed in the laboratory school so that the PTC students would be able to practice with them in their student teaching. The staff showed interest in the discussion of the pretest results and said they had used all the materials given to them according to the training but the poor results on the quiz made it seem otherwise. There were 3 PTC, 1 CT and 1 Drawing Class in this GCET.

o GCET(M) DIKhan

The principal and 4 other staff were present on the date of the visit. There are 4 PTC and 2 CT sections. The staff spent much of their time complaining about their situation and the lack of facilities they received by coming to the college. They also have problems with the way the students are selected and with the students themselves, who indeed seemed undisciplined, trying to escape out the doors so they did not need to take the test we gave. One instructor of science, however, seemed very good and asked good questions during the discussion, and the principal seemed interested in the program. They say they are using the IMDC materials but they have not given time to the IRI materials. They say it is not possible to assign a proper time or an instructor for the IRI cassettes. Most of the instructors showed little interest in the program because, according to them, the PTC course is long and they have little time. Subject content is not part of the PTC curriculum and therefore it should be included for them to teach it. The results on the quiz were very poor.

o GCET(M) Ghoriwala (Bannu)

This college is far out of town and inconvenient for students and teachers. The principal was present and several of his staff but the math and science teachers came late ("in time for their class") because they lived very far away. The Urdu instructor had been on leave and had locked all the materials in the cupboard so the students have none of them even though the college received them 3 months previously. This Urdu instructor was present but showed little interest in the discussion of the pre-test or in using the materials. The staff say they have used the other materials, including IRI, but the workbooks had not been used. On the whole the performance in this college was very poor.

o GCET(M) Karak

This college is also far out of town and inconvenient for students and teachers. A new college is being built in the vicinity, but in the meantime the college is located in a miserable rented building. There are 2 PTC sections and 4 instructors. 2 posts are lying vacant. Despite their circumstances however, this was the best male college visited

in the south. The principal is very active--all the time making sure that classes continued even while we discussed the pretest results, and he showed a great deal of interest in these units which he thinks can help the students learn a great deal of the subject content they need to know. His math instructor was also excellent. He had tested his students the day before and told the principal then that they were very poor in fractions and in calculating the area of a shape. He was very pleased also with the materials and intended to put even more stress on teaching them to his students. The principal had assigned a special period to IRI daily which the students were listening to during our visit. On the whole this college was well organized and a pleasure to visit because of the keen interest of the staff. It shows what can be done under poor circumstances.

o GCET(M) Kohat

This college is also far out of town and inconvenient for students and teachers because there is no public conveyance that goes this far. They do not even have a public road that reaches the college, instead they have to use the road through the Cadet College. Soon a female college will be built next to the male college which will be even more inconvenient for women. In the male college there are 3 sections of PTC with students who have very high qualifications on average. The principal says this is only because they do not want to be overage for the government and find this the best way to enter. The student body showed good discipline and interest in the new materials. The college had about 6 instructors present but complained that they also had vacant posts. They requested that the new materials be made part of the PTC curriculum because they found them useful. The principal took an interest in the discussion. He had assigned a special period for the IRI program and an instructor to play the cassettes.

o GCET(F) Kohat

This college is located in a comprehensive school but will eventually be shifted to far out of town. This will make it especially difficult for those who commute long distances already. There are 4 PTC and 2 CT sections in the school. The principal was on medical leave but the well organized premises were a tribute to her efforts. The in-charge took a good interest in the discussions, and the math instructor was especially active and asked very good questions. All the instructors took active part in the discussion and seemed good. They seemed shocked at the poor pre-test results, especially since Kohat was below colleges such as Bannu and Karak. They said this was a very useful visit because now they knew where their weak areas were and with the help of the

new materials could correct them. They said they had been using the materials, including IRI for which a special period was assigned and an instructor to help with completing the workbooks. They complained that the present course is too filled with abstract methodology and not enough practical methods and subject content. They requested that the new materials become part of the regular curriculum. They said our visits had been the first useful help they had received from the Curriculum Bureau. Their quiz results however were very poor, and we were shocked by the almost pathological cheating that went on in this and all the colleges. How can people who are to model values for young children exhibit this kind of bad behavior without being corrected by their instructors?

MEMORANDUM

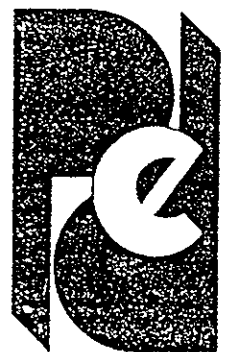
Date: March 07, 1994

To: DEOs (Male & Female)
Peshawar, Nowshera, Charsadda, Kohat, Karak, Bannu, Lakki,
D.I.Khan, Tank, Mardan, Swabi, Haripur, Abbottabad, Malakand.

From: Mona G. Habib *MGH*
Consultant
PED/USAID

Sub: Distribution / Conducting of NEAP Testing

It is to inform you that a team along with the test copies and related materials is visiting your District according to the attached schedule at 9:00 a.m. You are requested to remain present along with your Dy. DEO, ADEO Academic, SDEO, ASDEO or other members in the office of DEO Female so that they may brief you about this most important assignment and hand over the material to conduct the test within a week i.e. from 22-03-1994 to 31-03-1994.



PRIMARY
EDUCATION
DEVELOPMENT

Directorate of
Primary Education
Sector B-1/25 Phase V
Hayatabad Township
Peshawar, N.W.F.P.
Pakistan
Tel: 521-812071
812303
812072
Facsimile: 521-812071

Railway Housing
Society, C-II
Quetta, Pakistan
Tels: 81-42677
81-40453
Facsimile: 81-42821

Programme for NEAP Testing etc in Summer Area

Group One

<u>Dates</u>	<u>Places</u>	<u>Team Members</u>
7-3-94	Journey to Haripur & Abbottabad	Mohd Rafiq
8-3-94	visit to the office of DEO (M&F) Haripur	
8-3-94	visit to the office of DEO (M&F) Abbottabad	Ms. R.A.Bhatti

Group Two

20-3-94	Journey to D.I.Khan	Mr. Fazal-e-Haq
21-3-94	visit to the office of DEO(M&F) D.I.Khan	Mukamal Shah
22-3-94	visit to the office of DEO (M&F) Tank	
23-3-94	visit to the office of DEO (M&F) Lakki	

Group III

20-3-94	Journey to Bannu	
21-3-94	visit to the office of DEO (M&F) Bannu	Mr. Mohd Rafiq
22-3-94	visit to the office of DEO (M&F) Karak	Mr. M. Haroon
23-3-94	visit to the office of DEO (M&F) Kohat	

Group IV

20-3-94	visit to the office of DEO (M&F) Peshawar	Bhatti & Azra
21-3-94	visit to the office of DEO (M&F) Nowshera	-- do --
22-3-94	visit to the office of DEO (M&F) Charsadda	Azra & Alam
22-3-94	visit to the office of DEO (M&F) Malakand	Bhatti & Niaz
23-3-94	visit to the office of DEO (M&F) Mardan	Bhatti & Siraj
23-3-94	visit to the office of DEO (M&F) Swabi	Azra & Ayaz

ENGLISH CURRICULUM FOR PRIMARY CLASSES
WORKSHOP
APRIL 2-7, 1994

Saturday

Participants arrive and settle in

Briefing on English in Action by Interactive Radio Instruction in
Primary schools in NWFP

Handouts: Eng. Inst. in Primary Schools
Interact. Radio Inst. (IRI)

Sunday

9:30	Opening Session	(Nizakat Shaheen)
11:00	Tea	
11:30-12:30	Session (Group organization and tasks)	
12:30-1:30	Lunch	
1:30-2:30	Group work and presentation	

Monday, Tuesday, Wednesday

8:30-9:30	Presentation
9:30-10:30	Group work
10:30-11:00	Tea
11:00-12:30	Group work
12:30-1:30	Lunch
1:30-2:30	Group work and presentation

Thursday

- o Reporting
- o Closing ceremony (Nizakat Shaheen)
- o Departure

To: All Principals
Elementary Colleges of NWFP

Peshawar
11 April 1994


Subject:- Visit to GCETs

Memo:-

This is to inform you that a team of the Curriculum Bureau Branch and IMDC will visit your college according to the attached schedule.

The purpose of the visit is to train the GCET instructors in the use of teacher training materials in methodology, primary school supplementary materials and Pakki instructional materials.

You are requested to direct your staff to be present for this training programme.


Dr. Mona G. Habib
Technical Adviser
PED Program

Copy to: 1. Mr. Rafiq Jadoon,
Director Bureau of Curriculum
Abbottabad
2. P.A. to Director Primary Education
N.W.F.P., Peshawar

GROUP III

1.	18/4/94	JOURNEY TO ABBOTTABAD
2.	19/4/94	G.C.E.T. (W) MANSEHRA
3.	20/4/94	EDUCATION EXTENSION CENTER ABBOTTABAD
4.	21/4/94	G.C.E.T HARIPUR
5.	25/4/94	G.C.E.T (M) Dargai
6.	26/4/94	G.C.E.T. (M) BARI KOT
7.	27/4/94	G.C.E.T (W) KHAWAZA KHELA
8.	28/4/94	G.C.E.T. (M) THANA
9.	30/4/94	G.C.E.T (M) KOHAT

TEAM MEMBERS

1.	MISS. R.A. BHATTI
2.	NISAR MOHAMAD
3.	MOHAMMAD HAROON
4.	MOHAMMAD ALAM

To: All Principals
Elementary Colleges of NWFP

Peshawar
19 May, 1994

Subject: Visit to GCETs

Memo:

This is to inform you that a team from the Curriculum Bureau Branch and IMDC will visit your college according to the attached schedule.

The purpose of the visit is to conduct a post-test of the primary school subject content knowledge of your students.

You are requested to direct your staff and students to be present for this testing.



Dr. Mona Habib
Technical Advisor
PED Program

- Copy to: 1. Mr. Rafiq Jadoon
Director Bureau of Curriculum
Abbottabad
2. P.A. to Director of Primary Education
NWFP, Peshawar

SCHEDULE FOR JUNE VISITS TO GCETS

Three teams from the Curriculum Bureau Branch/IMDC will make visits for testing during June. Your college will be visited on this date.

June 1	Wednesday	Dargai
2	Thursday	Barikot
4	Saturday	DIKhan(M) Dabgari Khwazakala
5	Sunday	DIKhan(F) Gulbahar(M)
6	Monday	Bannu Gulbahar(Inservice)
7	Tuesday	Karak Charsadda Thana
8	Wednesday	Kohat (M) Mathra Haripur
9	Thursday	<u>Kohat</u> (F)
11	Saturday	Chitral
13	Monday	Mansehra

To: SDEOs (M) and (F)
All districts

Peshawar
31 May, 1994


Subject: Monitoring workshops

Memo:

This is to inform you that Monitoring Workshops of two days each will be conducted in June in the IMDC to finalize the results from the IMDC testing. The Monitoring Workshops will be held according to the attached schedule.

Please note the days when ASDEOs/LCs from your districts should attend the workshop. The ASDEOs/LCs who attend should be those who were present at the previous workshop on testing at the IMDC in May. They should bring the items listed on the attached page.

The purpose of the Workshop is to turn over the testing responsibility to the district offices. Each participant will be trained to analyze test data and to use a "Testing/Monitoring" Manual. Supervisors who complete the workshop will be given these manuals to use when they visit schools.



Dr. Mona Habib
Technical Advisor
PED Program

Copy to: P.A. to Director of Primary Education
NWFP, Peshawar

SCHEDULE FOR JUNE MONITORING WORKSHOPS

GROUP I: DIKhan, Bannu, Karak, Kohat, Hangu, BDShah, Tank, Lakki, Kolachi.

June 15-16 Monitoring Workshop: Group I

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GROUP II: Peshawar, Nowshera, Swabi, Lahore, Mardan, Charsadda, Tangi, Takhtbai.

June ~~21~~²³ Monitoring Workshop: Group II

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GROUP III: Swat, Alpurai, Dir, Buner, Chitral, Mastuj, Malakand (Swat Ranazai), Malakand (Sama Ranazai), Abbotabad, Haripur, Balakot, Batagram, Kohistan, Mansehra.

June ~~25~~²⁷-26 Monitoring Workshop: Group III

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Participants should bring with them:

1. All their completed tests of IMDC materials
2. All their completed monitoring forms
3. Lists of all the IMDC/IRI schools with the following information:
 - o Name of school
 - o Name of teacher using IMDC/IRI materials
 - o Which classes are using the materials
 - o Which subjects are they taking
 - o Which books are they using
 - o Which tests did they take
 - o Strength of class